



# Diocese of Jackson Office of Education

## Kindergarten Teacher Guide

The following are the specific standards and objectives for Kindergarten in each subject. The completed curriculum documents should be consulted for explanation of use and implementation of these standards and to ensure vertical planning and alignment between grades. Please note this is **not** a complete curriculum document, it is only meant to be used as a reference tool for individual teachers.

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## Kindergarten- Mathematics

| <b>Counting &amp; Cardinality</b>          |   |
|--|---|
| 1.   | <p><b>The student will be able to know number names and the count sequence.</b><br/> <b>Students will demonstrate mastery by:</b></p> <ul style="list-style-type: none"> <li>1.1. Counting to 100 by ones, fives and tens</li> <li>1.2. Counting forward beginning from a given number within the known sequence (instead of beginning at 1)</li> <li>1.3. Writing numbers 0 to 50</li> <li>1.4. Representing a number of objects with a written numeral 0 to 50</li> </ul>   |
| 2.   | <p><b>The student will be able to count to tell the number of objects.</b><br/> <b>Students will demonstrate mastery by:</b></p> <ul style="list-style-type: none"> <li>2.1. Saying the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object (one-to-one correspondence)</li> <li>2.2. Understanding that the last number name said tells the number of objects counted</li> <li>2.3. Understanding that each successive number name refers to a quantity that is one larger</li> <li>2.4. Answering "how many?" questions about as many as 20 things arranged in a line, rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, counting out that many objects</li> <li>2.5. Identifying whether the number of objects in one group is greater than, less than or equal to the number of objects in another group</li> <li>2.6. Comparing two numbers between 1 and 20 presented as written numerals</li> <li>2.7. Identifying, completing, and generating a repeated pattern</li> </ul> |
| <b>Operations &amp; Algebraic Thinking</b> |   |
| 1.   | <p><b>The student will be able to understand addition as putting together or adding to, and subtractions as taking apart and taking from.</b><br/> <b>Students will demonstrate mastery by:</b></p> <ul style="list-style-type: none"> <li>1.1. Representing addition and subtraction, in which all parts and whole of the problem are within 10, with objects, finger, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations</li> <li>1.2. Solving addition and subtraction word problems within 10 involving situations of adding to, taking from, putting together and taking apart with unknowns in all positions by using objects or drawings to represent the problem</li> </ul>   |

- 1.3. Decomposing numbers less than or equal to 10 into pairs in more than one way (by using objects or drawings and record each decomposition by drawing or equation).
- 1.4. Finding the number that make 10 when added to a given number
- 1.5. Fluently adding and subtracting within 10

### **Numbers & Operations in Base Ten**

- 1. The student will be able to work with numbers 11-19 to gain foundations for place value.**

**Students will demonstrate mastery by:**

- 1.1 Composing and decomposing numbers from 11-19 into tens and ones (example:  $18=10+8$ )

### **Measurement & Data**

- 1. The student will be able to describe and compare measurable attributes. Students will demonstrate mastery by:**

- 1.1. Describing measurable attributes of objects, such as length or weight
- 1.2. Describing several measurable attributes of a single object
- 1.3. Directly comparing two objects with a measurable attribute in common, to see which object has "more of"/ "less of" the attribute and describe the difference

- 2. The student will be able to classify and count the number of objects in a given category.**

**Students will demonstrate mastery by:**

- 2.1. Classifying objects into given categories
- 2.2. Counting the numbers of objects in each category and sorting the categories by count

### **Geometry**

- 1. The student will be able to identify and describe two and three-dimensional squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres.**

**Students will demonstrate mastery by:**

- 1.1. Describing objects in the environment using names of shapes and describe the relative positions of these objects using positional terms
- 1.2. Correctly naming shapes regardless on their orientation or size
- 1.3. Identifying shapes as two dimensional or three dimensional

- 2. The student will be able to analyze, compare, and create shapes.**

**Students will demonstrate mastery by:**

- 2.1. Analyzing and comparing two and three- dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts and other attributes
- 2.2. Modeling objects in the world by drawing two-dimensional shapes and building three-dimensional shapes
- 2.3. Composing simple shapes to form larger shapes

## Catholic Identity Integration in Mathematics Kindergarten

| <b>Core Values of Classroom Behavior and Culture</b>  |
|---|
| <ol style="list-style-type: none"> <li>1. Sharing manipulative</li> <li>2. Provide a safe environment</li> <li>3. Giving generously</li> </ol>  |
| <b>Integration of Scripture and Church Teaching</b>   |
| <ol style="list-style-type: none"> <li>1. Counting the animals on Noah's Ark</li> <li>2. The 7 days of Creation (Genesis 2-3)</li> <li>3. David vs Goliath- small/big</li> <li>4. Learning numbers: 12 Disciples and 10 Commandments Psalm 90:12</li> </ol> |
| <b>Historic Church Figures and Events</b>   |
| <ol style="list-style-type: none"> <li>1. Johannes Widmann- came up with the + and – sign (1460-1498)</li> <li>2. Leonardo Pisano Bigollo (1170-1250)- “Fiboacci” numeral system</li> </ol>   |

## Kindergarten- ELA

**Reading- Literature**

| <b>Key Ideas and Details (KID)</b>  |  |
|---|--|
| <b>1. The student will be able to identify key ideas and details in a story.</b>                                  | <b>Students will demonstrate mastery of this standard by:</b>  |
|   | 1.1. Asking and answering questions about key details in a text with support   |
|   | 1.2. Retelling familiar stories, including key details with support  |
|   | 1.3. Identifying characters, settings, and major events in a story   |
| <b>Craft and Structure (CS)</b>   |  |
| <b>1 The student will be able to recognize the craft and structure of a variety of fictional texts.</b>           | <b>Students will demonstrate mastery of this standard by:</b>  |
|   | 1.1 Asking and answering questions about unknown words in a text with support  |
|   | 1.2 Recognizing common genres of texts with support  |
|   | 1.3 Naming the author and illustrator of a story and defining the role of each with support  |
| <b>Integration of Knowledge and Ideas (IKI)</b>   |  |
| <b>1. The student will be able to comprehend developmentally appropriate, fictional texts.</b>                    | <b>Students will demonstrate mastery of this standard by:</b>  |
|   | <b>1.1.</b> Describing the relationship between illustrations and the story in which they appear   |
|   | <b>1.2.</b> Comparing and contrasting the experiences of characters in familiar stories with teacher guidance and support  |
| <b>Range of Reading and Level of Text Complexity (RRTC)</b>   |  |
| <b>1. The student will be able to actively engage in group reading activities with purpose and understanding.</b> | <b>Students will demonstrate mastery of this standard by:</b>  |
|   | <b>1.1.</b> Engaging in a variety of shared reading experiences through art activities, dramatic play, creative writing, and movement with purpose and understanding |

## Reading-Informational Text

|   |
|---|
| <b>Key Ideas and Details (KID-I)</b>  |
| <p><b>1. The student will be able to comprehend developmentally appropriate non-fiction text.</b><br/> <b>Students will demonstrate mastery of this standard by:</b></p> <ul style="list-style-type: none"> <li>1.1. Asking and answering questions about key details in a text</li> <li>1.2. Identifying the main topic and retelling key details of a text with support</li> <li>1.3. Describing the connection between individuals, events, ideas or pieces of information in a text with support</li> </ul> |
| <b>Craft and Structure (CS-I)</b>   |
| <p><b>1. The student will be able to explore the craft and structure of a non-fiction text.</b><br/> <b>Students will demonstrate mastery of this standard by:</b></p> <ul style="list-style-type: none"> <li>1.1. Asking and answering questions about unknown words in text</li> <li>1.2. Identifying the front cover, back cover, spine and title page of a book</li> <li>1.3. Naming authors and illustrators and defining the role of each</li> </ul>  |
| <b>Integration of Knowledge and Ideas (IKI-I)</b>   |
| <p><b>1. The student will be able to describe the key features of a text.</b><br/> <b>Students will demonstrate mastery of this standard by:</b></p> <ul style="list-style-type: none"> <li>1.1. Describing the relationship between illustrations and the text in which they appear with support</li> <li>1.2. Identifying the reasons an author gives to support points in a text with support</li> <li>1.3. Identifying basic similarities in and differences between two texts on the same topic</li> </ul> |
| <b>Range of Reading and Level of Text Complexity (RRTC-I)</b>   |
| <p><b>1. The student will be able to actively engage in group reading activities with purpose and understanding.</b><br/> <b>Students will demonstrate mastery of this standard by:</b></p> <ul style="list-style-type: none"> <li>1.1. Showing understanding of text through experiments, observations, topic studies, conversations, and illustrated journals</li> </ul>  |

## Reading Foundational Skills

| <b>Print Concepts (PC)</b>   |
|--|
| <p><b>1. The student will be able to demonstrate an understanding of the organization and basic features of print.</b><br/> <b>Students will demonstrate mastery of this standard by:</b></p> <p>1.1. Following words from left to right, top to bottom, and page by page<br/>           1.2. Recognizing that spoken words are represented in written language by a specific sequence of letters<br/>           1.3. Understanding that words are separated by spaces in print<br/>           1.4. Recognizing and naming all uppercase and lowercase letters of the alphabet</p>   |
| <b>Phonemic and Phonological Awareness (PPA)</b>   |
| <p><b>1. The student will be able to demonstrate an understanding of spoken words, syllables, and sounds (phonemes).</b><br/> <b>Students will demonstrate mastery of this standard by:</b></p> <p>1.1. Recognizing and producing rhyming words<br/>           1.2. Counting, producing, blending and segmenting syllables in spoken words<br/>           1.3. Blending and segmenting onsets and rimes of single-syllable spoken words<br/>           1.4. Isolating and pronouncing the initial, medial vowel and final sounds in three-phoneme words (CVC words)<br/>           1.5. Adding or substituting individual sounds in simple, one-syllable words to make new words</p> |
| <b>Word Recognition and Vocabulary (WRV)</b>   |
| <p><b>1. The student will be able to know and apply grade-level phonics when decoding words.</b><br/> <b>Students will demonstrate mastery of this standard by:</b></p> <p>1.1. Demonstrating basic knowledge of one-to-one letter sound correspondence<br/>           1.2. Associating the long and short sounds with the common spellings for the five major vowels<br/>           1.3. Reading common high-frequency words by sight<br/>           1.4. Distinguishing between similarly spelled words by identifying the sounds of the letters that differ</p>   |
| <b>Fluency (F)</b>   |
| <p><b>1. The student will be able to read emergent-reader texts with purpose and understanding.</b><br/> <b>Students will demonstrate mastery of this standard by:</b></p> <p>1.1. Applying emergent reading skills such as pretend reading, picture reading, and oral reading with support</p>  |



## Writing

| <b>Text Types &amp; Purposes (TTP)</b>   |
|--|
| <p><b>1. The student will be able to write a variety of pieces (opinion, informative, narrative) with prompting and support.</b><br/> <b>Student will demonstrate mastery of this standard by:</b></p> <p>1.1. Using a combination of writing, drawing, and dictating to compose opinion pieces to state the topic or name of a book they are writing about and give their opinion or preference on the topic</p> <p>1.2. Using a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic</p> <p>1.3. Using a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened</p> |
| <b>Production &amp; Distribution of Writing (PDW)</b>  |
| <p><b>1. The student will be able to revise, edit, and publish writing.</b><br/> <b>Student will demonstrate mastery of this standard by:</b></p> <p>1.1. Responding to questions and suggestions from peers and adding details to strengthen writing as needed with support</p> <p>1.2. Exploring a variety of digital tools to produce and publish writing in collaboration with peers with support</p>  |
| <b>Research to Build &amp; Present Knowledge (RBPk)</b>  |
| <p><b>1. The student will be able to participate in shared research and writing projects (e.g., explore books by a favorite author and express opinions about them).</b><br/> <b>Student will demonstrate mastery of this standard by:</b></p> <p>1.1. Writing or stating opinions and giving reasons for their preference</p>   |

## Speaking & Listening

| <b>Comprehension &amp; Collaboration (CC)</b>  |
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| <p><b>1. The student will be able to participate collaboratively in conversations about kindergarten topics with peers and adults.</b><br/><b>Student will demonstrate mastery of this standard by:</b></p> <ul style="list-style-type: none"><li>1.1. Following agreed upon rules for discussions (listening to others and taking turns speaking about the topics and texts under discussion)</li><li>1.2. Continuing a conversation through multiple exchanges</li></ul>   |
| <b>Presentation of Knowledge &amp; Ideas (PKI)</b>   |
| <p><b>2. The student will be able to present their knowledge and understanding of information and ideas.</b><br/><b>Student will demonstrate mastery of this standard by:</b></p> <ul style="list-style-type: none"><li>2.1. Describing familiar people, places, things, and events; providing additional detail with prompting</li><li>2.2. Adding drawings or other visual displays to descriptions as desired to provide additional detail</li><li>2.3. Speaking audibly and expressing thoughts, feelings, and ideas clearly</li></ul> |

## Language

### Conventions of Standard English (CSE)

**1. The student will be able to demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

**Student will demonstrate mastery of this standard by:**

- 1.1. Printing all upper case and lowercase letters.
- 1.2. Using frequently occurring nouns and verbs. Forming regular plural nouns orally by adding /s/ or /es/
- 1.3. Understanding and using question words (interrogatives) (e.g. who, what, where, when, why, how)
- 1.4. Using the most frequently occurring prepositions (e.g. to, from, in, out, on, off, for, of, by, with)
- 1.5. Using positional words and phrases correctly when speaking (e.g. between, on top of, etc.)
- 1.6. Producing and expanding complete sentences in shared language activities
- 1.7. Capitalizing the first word in a sentence and the pronoun I
- 1.8. Recognizing and naming end punctuation
- 1.9. Writing a letter or letters for most consonant and short-vowel sounds (phonemes)
- 1.10. Spelling simple words phonetically, drawing on knowledge of sound-letter relationships

### Vocabulary Acquisition and Use

**1. The student will be able to determine or clarify meaning of an unknown or multiple-meaning word or phrase based on reading and content.**

**Student will demonstrate mastery of this standard by:**

- 1.1. Identifying new meanings for familiar words and applying them accurately (e.g. knowing duck is a bird and learning the verb to duck)
- 1.2. Using the most frequently occurring inflections and prefixes and suffixes (e.g. -ed, -s, re-, un-, pre-, -ful, -less)
- 1.3. Sorting common objects into categories to gain a sense of the concept the categories represent
- 1.4. Demonstrating understanding of frequently occurring verbs and adjectives by relating them to their opposites
- 1.5. Identifying real-life connections between words and their uses (e.g. note places at school that are colorful)
- 1.6. Distinguishing shades of meaning among verbs describing the same general action by acting out their meanings
- 1.7. Using words and phrases acquired through conversations, read-alouds and independent reading and responding to text

## Catholic Identity Integration in English Language Arts Kindergarten

|  |
|--|
| <b>Core Values of Classroom Behavior and Culture</b>   |
| <ol style="list-style-type: none"> <li>1. Students will treat one another and adults with respect.</li> <li>2. The student will be able to discuss the differences between right and wrong.</li> </ol>   |
| <b>Integration of Scripture and Church Teaching</b>  |
| <ol style="list-style-type: none"> <li>1. The student will be able to listen to bible stories.</li> <li>2. The student will be able to recite prayers (Sign of the Cross, Meal Time Prayers, Our Father, Hail Mary, Glory Be, Guardian Angel)</li> <li>3. Prayers, Our Father, Hail Mary, Glory Be, Guardian Angel)</li> </ol> |
| <b>Historic Church Figures and Events</b>  |
| <ol style="list-style-type: none"> <li>1. The student will be able to listen to stories of the saints and identify a saint as a holy person.</li> </ol>  |

## Kindergarten- Science

| <b>Hierarchical Organization</b>   |
|--|
| <p><b>1. Students will demonstrate an understanding of living and nonliving things. Students will demonstrate mastery of this standard by:</b></p> <p>1.1. Conducting an investigation, with teacher guidance, of living organisms and nonliving objects in various real-world environments to define characteristics of living organisms that distinguish them from nonliving things (e.g., playground, garden, school grounds)</p> <p>1.2. Gaining an understanding that scientists are humans who use observations to learn about the natural world</p> <p>1.3. Obtaining information from informational text or other media about scientists who have made important observations about living things (e.g. Carl Linnaeus, John James Audubon, Jane Goodall)</p> <p><b>2. Students will demonstrate an understanding of how animals (including humans) use their physical features and their senses to learn about their environment. Students will demonstrate mastery of this standard by:</b></p> <p>2.1. Developing and using models to exemplify how animals use their body parts to obtain food and other resources, protect themselves, and move from place to place</p> <p>2.2. Identifying and describing examples of how animals use their sensory body parts (eyes to detect light and movement, ears to detect sound, skin to detect temperature and touch, tongue to taste, and nose to detect smell)</p> |
| <b>Reproduction &amp; Heredity</b>   |
| <p><b>1. Students will demonstrate an understanding of how living things change in form as they go through the general stages of a life cycle. Students will demonstrate mastery of this standard by:</b></p> <p>1.1. Using informational text or other media to make observations about plants as they change during the life cycle (e.g., germination, growth, reproduction, and death) and using models (e.g., drawing, writing, dramatization, or technology) to communicate findings</p> <p>1.2. Constructing explanations using observations to describe and model the life cycle (birth, growth, adulthood, death) of a familiar mammal (e.g., dog, squirrel, rabbit, deer)</p> <p>1.3. Conducting, with teacher guidance, a structured investigation to observe and measure (comparison of lengths) the changes in various individuals of a single plant species from seed germination to adult plant and recording observations using drawing or writing</p> <p>1.4. Using observations to explain that young plants and animals are similar to, but not exactly like their parents (i.e., puppies look similar, but not exactly like their parents)</p>  |

## **Ecology & Interdependence**

- 1. Students will demonstrate an understanding of what animals and plants need to live and grow.**

**Students will demonstrate mastery of this standard by:**

- 1.1. Conducting a structured investigation to determine what plants need to live and grow (water, light, and a place to grow) and measuring growth by directly comparing plants with other objects, with teacher guidance when necessary
- 1.2. Constructing explanations using observations to describe and report what animals need to live and grow (food, water, shelter, and space)

- 2. Students will demonstrate an understanding of the interdependence of living things and the environment in which they live.**

**Students will demonstrate mastery of this standard by:**

- 2.1. Observing and communicating that animals get food from plants or other animals and plants make their own food and need light to live and grow
- 2.2. Creating a model habitat which demonstrates interdependence of plants and animals using the engineering design process to define the problem, design, construct, evaluate, and improve the habitat

## **Adaptations & Diversity**

- 1. Students will demonstrate an understanding that some groups of plants and animals are no longer living (extinct) because they were unable to meet their needs for survival.**

**Students will demonstrate mastery of this standard by:**

- 1.1. Obtaining information from informational text or other media to document and report examples of different plants or animals that are extinct
- 1.2. Observing and reporting how some present-day animals resemble extinct animals (i.e., elephants resemble woolly mammoths)

## **Organization of Matter & Chemical Interactions**

- 1. Students will demonstrate an understanding of the solid and liquid states of matter.**

**Students will demonstrate mastery of this standard by:**

- 1.1. Generating questions and investigating the differences between solids and liquids and developing awareness that a liquid can become a solid and vice versa
- 1.2. Describing and comparing the properties of different materials (e.g., wood, plastic, metal, cloth, paper) and classifying these materials by their observable characteristics (visual, aural, or natural texture) and by their physical properties (weight, volume, solid or liquid, and sink or float)

**2. Students will demonstrate an understanding of how solid objects can be constructed from a smaller set.**

**Students will demonstrate mastery of this standard by:**

- 2.1. Using basic shapes and spatial reasoning to model large objects in the environment using a set of small objects (e.g., blocks, construction sets)
- 2.2. Analyzing a large composite structure to describe its smaller components using drawing and writing
- 2.3. Explaining why things may not work the same if some of the parts are missing

**Earth's Resources**

**1. Students will demonstrate an understanding of how humans use Earth's resources.**

**Students will demonstrate mastery of this standard by:**

- 1.1. Participating in a teacher-led activity to gather, organize and record recyclable materials data on a chart or table using technology and communicating the results
- 1.2. Developing questions to conduct a structured investigation to determine ways to conserve Earth's resources (i.e., reduce, reuse, and recycle) and communicating results with teacher guidance
- 1.3. Creating a product from the reused materials that will meet a human need (e.g., pencil holder, musical instrument, bird feeder) using the engineering design process to define the problem, design, construct, evaluate, and improve the product

**Earth & the Universe**

**1. Students will demonstrate an understanding of the pattern of seasonal changes on the Earth.**

**Students will demonstrate mastery of this standard by:**

- 1.1. Constructing an explanation of the pattern of the Earth's seasonal changes in the environment using evidence from observations

**2. Students will demonstrate an understanding that the Sun provides the Earth with heat and light.**

**Students will demonstrate mastery of this standard by:**

- 2.1. With teacher guidance, generating and answering questions to develop a simple model, which describes observable patterns of sunlight on the Earth's surface (day and night)
- 2.2. With teacher guidance, developing questions to conduct a structured investigation to determine how sunlight affects the temperature of the Earth's natural resources (e.g., sand, soil, rocks, and water)
- 2.3. Developing a device (i.e., umbrella, shade structure, or hat) which would reduce heat from the sun (temperature) using the engineering design process to define the problem, design, construct, evaluate, and improve the device

## Catholic Identity Integration in Science Kindergarten

|   |
|---|
| <b>Core Values of Classroom Behavior and Culture</b>  |
| <ol style="list-style-type: none"><li>1. Students will understand God created all things.</li><li>2. Students will show reverence for all creation by showing respect to each other and adults.</li></ol> |
| <b>Integration of Scripture and Church Teaching</b>   |
| <ol style="list-style-type: none"><li>1. Students will listen to and discuss Bible stories which include the story of Creation in the book of Genesis.</li></ol>  |
| <b>Historic Church Figures and Events</b>   |
| <ol style="list-style-type: none"><li>1. Students will learn about Catholic scientists and saints.</li></ol>  |



## Kindergarten- Social Studies

### Theme: Citizenship at Home & School

#### Civics

- 1. The student will be able to demonstrate knowledge of how to be a good citizen.**

**The student will demonstrate mastery by:**

- 1.1. Defining citizen, citizenship, rights, and responsibilities
- 1.2. Naming rights and responsibilities of individuals
- 1.3. Distinguishing the difference between rights and responsibilities
- 1.4. Identifying the purpose of rules
- 1.5. Explaining the purpose of consequences when rules are not followed

- 2. The student will be able to examine how individuals play different roles and exercise good citizenship.**

**The student will demonstrate mastery by:**

- 2.1. Identifying characteristics of a good citizen
- 2.2. Proposing ways on how to be a good citizen at home and in the classroom

- 3. The student will be able to describe the role of responsibilities of authority figures.**

**The student will demonstrate mastery by:**

- 3.1. Identifying authority figures
- 3.2. Explaining the role of an authority figure
- 3.3. Determining the responsibilities of authority figures
- 3.4. Explaining how all people can play important roles in a community

#### Economics

- 1. The student will be able to differentiate between needs and wants of individuals.**

**The student will demonstrate mastery by:**

- 1.1. Defining and identifying needs and wants
- 1.2. Classifying items as wants or needs

- 2. The student will be able to distinguish between goods and service.**

**The student will demonstrate mastery by:**

- 2.1. Defining goods and services
- 2.2. Identifying examples of goods and services
- 2.3. Explaining how people obtain goods and services
- 2.4. Examining the cost of goods and services provided by the community

- 3. The student will be able to identify and explain the function of money.**

**The student will demonstrate mastery by:**

- 3.1. Recognizing monetary units
- 3.2. Distinguishing between spending and saving
- 3.3. Illustrating how money is used in daily life

## Civil Rights

- 1. The student will be able to explore the similarities and differences of individuals and families.**  
**The student will demonstrate mastery by:**
  - 1.1. Defining similarities and differences of individuals and families
  - 1.2. Examining the benefits of similarities and differences in individuals and families
- 2. The student will be able to describe and explain traditions and contributions of various cultures.**  
**The student will demonstrate mastery by:**
  - 2.1. Defining culture
  - 2.2. Recognizing ways people celebrate their diverse cultural heritages
  - 2.3. Analyzing ways people celebrate their diverse cultural heritages
- 3. The student will be able to explain the cultural diversity in the classroom.**  
**The student will demonstrate mastery by:**
  - 3.1. Identifying unity and diversity
  - 3.2. Identifying different types of cultural diversity within the classroom
  - 3.3. Proposing different ways to encourage unity and diversity at home and in the classroom

## Geography

- 1. The student will be able to identify a place relative to an individual.**  
**The student will demonstrate mastery by:**
  - 1.1. Creating a map to identify locations of familiar places
  - 1.2. Demonstrating terms related to location, direction, size, and distance (up, down, left, right, far, near, etc.)
- 2. The student will be able to describe physical features of the environment.**  
**The student will demonstrate mastery by:**
  - 2.1. Differentiating between landforms and bodies of water
  - 2.2. Identifying how physical features impact communities
  - 2.3. Describing different ways physical environments may change over time (erosion, hurricanes, etc.)
- 3. The student will be able to recognize maps, graphs, and other representation of the earth.**  
**The student will demonstrate mastery by:**
  - 3.1. Identifying representations of the earth using technology, maps, and globes
  - 3.2. Identifying cardinal and intermediate directions (e.g. north, northeast, northwest, etc.)
  - 3.3. Locate the local community, Mississippi, and the United States using maps and globes

## History

**1. The student will be able to recognize symbols, customs, and celebrations representative of our community, Mississippi, and the United States.**

**The student will demonstrate mastery by:**

- 1.1. Defining symbols and customs
- 1.2. Identifying school, community, state, and national symbols (e.g. school logo, Mississippi state flag, U.S. flag, etc.)
- 1.3. Explain historically significant events that shaped America

**2. The student will be able to describe the impact of significant historical figures and events.**

**The student will demonstrate mastery by:**

- 2.1. Identifying historical figures that are used as symbols of American culture (e.g. currency, monuments, names of places, etc.)
- 2.2. Examining historical events that are significant to American culture (e.g. Fourth of July, Thanksgiving Day, Presidents' Day, etc.)

| <b>Kindergarten Catholic Identity Integration in Social Studies</b>  |  |  |
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| <b>Core Values of Classroom Behavior and Culture</b>   | <b>Integration of Scripture and Church Teaching</b>  | <b>Historic Church Figures and Events</b>  |
| <ul style="list-style-type: none"> <li>• The student will demonstrate good character through interactions with others.</li> <li>• The student will be able to determine the difference between right and wrong.</li> <li>• The student will be able to show ways they can help others in different communities.</li> <li>• The student will be able to show compassion and empathy.</li> <li>• The student will be accepting of diversity in the classroom as well as in the world.</li> </ul> | <ul style="list-style-type: none"> <li>• The student will understand the importance of helping the poor and needy when discussing economics.</li> <li>• The student will identify that the community of God includes their family, class, church, and outside community.</li> <li>• The student will determine the importance of prioritizing their money in order to tithe and give money to the poor.</li> <li>• The student will demonstrate the understanding of needs versus wants when praying. For example, we pray for things we need rather than things we want.</li> <li>• The student will demonstrate understanding that God created the world along with the physical features and locations while referencing the Creation Story.</li> </ul> | <ul style="list-style-type: none"> <li>• The student will recognize a priest as a community helper and authority figure.</li> <li>• The student will look at goods and services in Biblical times (occupations of people in Biblical times and what their wants and needs were and how they are different now).</li> <li>• The student will make the connection between holidays and significant religious, historical events. Examples: Christmas, Easter, etc.</li> <li>• The student will recognize that the Pledge of Allegiance states that our nation is "under God".</li> </ul> |